

REVISED TEACHING PLANS 2020
FOUNDATION PHASE: LIFE SKILLS
GRADE 2

COVID 19 AND THE FOUNDATION PHASE IN 2020

1. Background

The South African President announced a lockdown on 15 March 2020 and schools closed from 18 March 2020. This decision has been informed by the warnings provided by the National Institution of Communicable Diseases and World Health Organisation who have highlighted the alarming increase of infections of the Coronavirus (COVID 19) within the country. Schools have thus been identified as high-risk areas where the infections could spread easily.

The COVID 19 lockdown has created a unique situation where the school calendar has been disrupted which has impacted negatively on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. The Department of Basic Education (DBE), working in collaboration with Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans to support schools following the COVID 19 lockdown. The framework proposes a revised curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery as soon as schools re-open.

2. Foundation Phase in action

There are calls for urgent and immediate attention to the revision of the ATPs in order to ensure that meaningful teaching proceeds during the revised school calendar. Curriculum planning must be done for all subjects that will enable teachers to cover the essential core content in each phase, in preparation for the subsequent phase, laying the necessary cumulative foundation for the assessment for progression. Assessment is integral to curriculum delivery and completes the learning cycle. Hence any curriculum planning must involve aligned assessment planning.

2.1. Communication to all Primary schools

All Primary Schools need instructions before the re-opening of schools with recommendations for each grade. First of all, each teacher needs to conduct a Baseline Assessment on all the subjects with each learner. Thereafter, teachers need to group the learners according to their levels and teaching can start in the Foundation Phase classroom. The first week, after reopening of schools, should also be used as an orientation week to revise the work that was done in Term 1.

2.2. Mapping of the CAPS Curriculum

The CAPS has mapped out the curriculum in terms of the knowledge, skills, values, and attitudes that should be covered. Curriculum content mapping is a process of reviewing and organizing an existing curriculum that allows teachers to determine how content, skills, and assessments will unfold over the course of the year. The content is therefore mapped out for each subject and grade, setting out the content to be covered per week and per term. Although the Foundation Phase CAPS documents exclude the Annual Teaching Plans, Provincial Departments have developed their own ATPs. The ATPs assist in the sequencing, scaffolding, and pacing of teaching and learning per week and term across all subjects and grades in one year.

2.3. Curriculum trimming and reorganization in the Foundation Phase

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values, and attitudes outlined in the CAPS are covered over a reduced period of time, the purpose of the curriculum reorganization and trimming is to:

- Reduce the formal curriculum into manageable core content, so that schools have ample room for deep and meaningful learning; **and according to the COVID 19 restrictions of transmitting and disinfection of the virus;**
- Define the core knowledge and skills to be taught and assessed more specifically, so that it provides guidance and support to teachers;
- Align curriculum content and assessment according to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between and within the grades; and
- Present a planning tool to inform instruction during the remaining school terms.

2.4. Foundation Phase COVID 19


The COVID 19 pandemic has had a negative influence on teaching and learning in the Foundation Phase. We have been forced to be creative and inventive regarding the trimming and reorganization of the CAPS curriculum. The aim is to give each learner in the Foundation Phase the opportunity of learning the key content, knowledge, and skills to progress to the next grade, without being disadvantaged. The following **pedagogically sound recommendations** are **advocated**:


- Schools that are part of the Primary Schools Reading Improvement Programme (PSRIP) can use the themes as indicated in the PSRIP lesson plans. A revised ATP could address this by using the themes according to the PSRIP programme. Schools that are not part of the PSRIP programme can use the Life Skills topics to facilitate language teaching.
- Life Skills is the backbone of the curriculum and central to the holistic development of learners and is organized into Beginning Knowledge, Personal and Social well-being, Creative Arts and Physical Education.
- The trimming according to the restrictions of the COVID 19 are crucial for teachers and learners. This will be a temporary measure until schooling is declared safe and regulations are lifted by Government and Health authorities.

- Beginning Knowledge and Personal and Social Well-being in the Life Skills curriculum are organized into topics. The use of topics is suggested as a means to integrate the content from the different study areas where possible and appropriate. Selected Life Skills topics in the CAPS for term 2, 3 and 4 need to be covered.
- During this phase of addressing the importance of social distancing, this subject will address social health, emotional health and relationships with other people and our environment, including values and attitudes.
- Whilst disinfection and social distancing are strict requirements which will be adhered to in preventing the spread of COVID 19, activities such as Physical Education and Creative Arts are imperatives in the curriculum.
- Physical Education sessions will be included for indoor movement within learners' space on or in front of their chair for 12 minutes per day (1 hour per week). Important concepts such as left and right, abdominal muscle tone, crossing the midline etc. will be incorporated. Later, when learners understand the concept of social distancing, a gradual phasing in of movement on the outside terrain utilizing a longer period of time. The development of large muscles and perceptual development is paramount for this age group. It will also provide a release of energy and enjoyment in this climate.
- According to CAPS, two (2) hours have been allocated to Physical Education. ONE (1) hour will be used as a Physical Education period or periods, and ONE (1) hour will be used as a PSWBK period for reading and comprehension. Personal and Social well-being and Beginning Knowledge fictional and non-fictional texts will be used to reinforce concepts, vocabulary extension and reading for meaning.
- Creative Art is a language and a vehicle employed to develop imagination, language, solve problems, write creatively and apply skills learned in Mathematics (shapes, patterns, estimation, etc.)- Teachers are to ensure that learners have their own stationery to complete tasks.
- Assessment for and of learning will continue to be implemented on a continuous basis in Life Skills.

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

| TERM 2 | | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
|--|--|---------------------|---------------------|--------------|--------------|------------------------------|------------------------------|--------------|
| PERSONAL & SOCIAL WELL-BEING | TOPIC: | ORIENTATION SEASONS | ORIENTATION SEASONS | FARM ANIMALS | WILD ANIMALS | CREATURES THAT LIVE IN WATER | CREATURES THAT LIVE IN WATER | ANIMAL HOMES |
| | SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES | | | | | | | |
| | ORIENTATION | | | | | | | |
| | DAILY COVID-19 MEASURES: | | | | | | | |
| | <p>Daily hygiene routines are to be strictly followed:</p> <ul style="list-style-type: none">Remind learners of the daily routine tests when coming to school.Encourage learners to stay at home when ill.Teach learners how to greet without touching.Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.Supervise snack and lunchtime.Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately.Wash hands with soap and water often or sanitize your hands.Sanitize and clean frequently touched surfaces or (5 table spoons of jik to 1 litre of water) toys, stationery, objects, etc. Introduce this practice as routine.Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching.Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.Respond to learners' anxieties with love and care.Maintain a regular routine to keep the abnormal situation adapted to a "new normal".TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXTS | | | | | | | |
| <ul style="list-style-type: none">Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with LanguagesPhysical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc.Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.Learners are expected to complete the DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW | | | | | | | | |

| | TOPIC: | ORIENTATION SEASONS | ORIENTATION SEASONS | FARM ANIMALS | WILD ANIMALS | CREATURES THAT LIVE IN WATER | CREATURES THAT LIVE IN WATER | ANIMAL HOMES |
|--|---|---|--|--|--|--|--|---|
| | SKILLS: | <ul style="list-style-type: none"> • Observe • Compare • Communicate • Record | <ul style="list-style-type: none"> • Observe • Compare • Communicate | <ul style="list-style-type: none"> • Classify • Compare • Record • Communicate | <ul style="list-style-type: none"> • Classify • Compare • Record • Communicate | <ul style="list-style-type: none"> • Classify • Compare • Record • Communicate | <ul style="list-style-type: none"> • Observe • Identify • Record | <ul style="list-style-type: none"> • Observe • Compare • Communicate |
| | KNOWLEDGE: | <ul style="list-style-type: none"> • The effect of seasons on human beings- food, clothes, activities | <ul style="list-style-type: none"> • The effect of seasons on human beings- food, clothes, activities | <ul style="list-style-type: none"> • Types of Animals: • Characteristics • Uses | <ul style="list-style-type: none"> • Types of Animals: • Characteristics • Adaptations to survive | <ul style="list-style-type: none"> • Animals and creatures that live in water • Characteristics • Habitat | <ul style="list-style-type: none"> • Different animals and creatures that live in sea water | <ul style="list-style-type: none"> • Animals habitats: make their homes, finds a home and that carry their homes |
| | CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS | The four seasons <ul style="list-style-type: none"> • How seasons affect us - clothes, food, activities • DBE Workbook pg. | <ul style="list-style-type: none"> • How seasons affect animals - include farming e.g. sheep shearing • DBE Workbook pg. | <ul style="list-style-type: none"> • Farm Animals • Types • Uses – such as food and clothing • DBE Workbooks pg. | | | | |
| | RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM | | | | | | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines  | | | | | | |

| BEGINNING KNOWLEDGE | TOPIC: | ORIENTATION SEASONS | ORIENTATION SEASONS | FARM ANIMALS | WILD ANIMALS | CREATURES THAT LIVE IN WATER | CREATURES THAT LIVE IN WATER | ANIMAL HOMES |
|---------------------|---|---|--|--|---|---|---|---|
| | SKILLS: | <ul style="list-style-type: none"> • Observe • Compare • Classify • Measure • Experiment • Communicate | <ul style="list-style-type: none"> • Observe • Compare • Classify • Experiment • Measure • Communicate | <ul style="list-style-type: none"> • Observe • Compare • Classify • Find out - "research" • Communicate | <ul style="list-style-type: none"> • Observe • Find out - "research" • Compare • Classify • Communicate | <ul style="list-style-type: none"> • Observe • Compare • Find out - "research" • Classify • Communicate | <ul style="list-style-type: none"> • Observe • Compare • Find out - "research" • Classify • Communicate | <ul style="list-style-type: none"> • Observe • Compare • Find out - "research" • Classify • Communicate |
| | KNOWLEDGE: | <ul style="list-style-type: none"> • Compare the four seasons • How seasons affect growing things-sowing, growing, harvesting | <ul style="list-style-type: none"> • How seasons affect growing things-animals | <ul style="list-style-type: none"> • Characteristics of farm animals • Food we get from them | <ul style="list-style-type: none"> • Characteristics of wild animals • Why they camouflage themselves • How do we preserve them? | <ul style="list-style-type: none"> • Characteristics of fresh water creatures • Classify | <ul style="list-style-type: none"> • Characteristics of sea creatures • Classify | <ul style="list-style-type: none"> • The natural habitat -variety of animals • Body features linked to habitat. Why? |
| | CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text | <ul style="list-style-type: none"> • Life -cycle of bean plant • What do plants need to grow? • DBE Workbook 1 pg. 34 –41 & 44 | <ul style="list-style-type: none"> • Hibernation • Migration/nesting • Sheep shearing • DBE Workbook 1 pg. 42,43,45 | <ul style="list-style-type: none"> • Process: From sheep to wool/ Making of cheese or butter • DBE Workbook 1 pg. 46 - 49 | <ul style="list-style-type: none"> • Wild animals - Types • Camouflage Types: Big 5 • Camouflage • Endangered species • Preserving species • DBE Workbook 1 pg. 51-53 | <ul style="list-style-type: none"> • Fresh water - River - e.g. fish, crocodile • Ponds and dams - e.g. frog, dragonfly • Identify and classify fresh water creatures • DBE Workbook 1 pg. 54 | <ul style="list-style-type: none"> • Salt water - Sea - e.g. shark, crayfish • Rock pools - e.g. starfish, crab • DBE Workbook 1 pg. 55 - 57 | <ul style="list-style-type: none"> • Animals and creatures that make their homes - birds, bees, ants • Animals and creatures that find a home - baboons, snakes, squirrels • Animals and creatures that carry their homes - such as snails, tortoise • DBE Workbook 1 pg. 60 - 61 |
| | WEATHER: <ul style="list-style-type: none"> • Predictions • Minimum and maximum temperature • Cloud cover • Symbols (Celsius, weather forecast) • Complete own weather chart • Precipitation, wind, etc. | | | | | | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines  | | | | | | |

| | TOPIC: | ORIENTATION SEASONS | ORIENTATION SEASONS | FARM ANIMALS | WILD ANIMALS | CREATURES THAT LIVE IN WATER | CREATURES THAT LIVE IN WATER | ANIMAL HOMES |
|-----------------|--|------------------------|------------------------|--------------|--------------|---------------------------------|---------------------------------|--------------|
| CREATIVE ARTS | CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) | | | | | | | |
| | Draw or paint pictures related to topics of the term; focus informally on line, tone, texture, colour | X | | | | X | | X |
| | Use recyclable objects and thick paint to create a printed surface; talk about geometric and organic shapes | | X | | X | | | |
| | CREATE IN 3D (CONSTRUCTING) (Learners to have their own dough or clay in container and own materials for personal use) | | | | | | | |
| | Construct a mask using recyclable materials; discuss shape, texture, develop craft skills | | | X | | | X | |
| | IMPROVISE AND INTERPRET Use own space at their chair | | | | | | | |
| PERFORMING ARTS | Performing rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc. -on the spot | X | | | X | | | |
| | Performing songs focusing on dynamics such as: loud and soft, slow and fast | | X | | | | X | |
| | Role play related to selected topics or stories told by the teacher | | | | | X | | X |


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|---|---|---|---|---|---|---|---|---|
| | Using drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what s/he is feeling at that moment, etc. | | X | | X | X | | |
| CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities) | | | | | | | | |
| | Warming up the voice: developing articulation (lips, tongue, jaw) through imaginative play | X | | X | X | X | | X |
| | Warming up the body: contrasting movements using verbal and sound signals such as 'Freeze!', 'Go!', 'Up!' | X | | X | | X | | |
| | Rhythm games focusing on listening skills and recalling contrasting rhythm patterns | | X | | X | | | |
| | Playing percussion instruments/body percussion in time to music and/or class singing | | X | | | | X | X |
| | Locomotor movement marching, leaping, jumping, galloping, turning on their own | X | | | X | X | | |

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| | Non-locomotor movements: rolling, swinging, stretching alone | X | | X | X | X | | |
| | Cooling down the body and relaxation: express moods and ideas through movement such as floating on a cloud, feeling sleepy, etc. | X | | X | X | X | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |

| PHYSICAL EDUCATION | TOPIC: | ORIENTATION SEASONS | ORIENTATION SEASONS | FARM ANIMALS | WILD ANIMALS | CREATURES THAT LIVE IN WATER | CREATURES THAT LIVE IN WATER | ANIMAL HOMES |
|---|---|--|---------------------|--------------|--------------|------------------------------|------------------------------|--------------|
| | SKILLS: | <ul style="list-style-type: none">• Maintain social distancing.• Activities has been modified to maintain social distancing.• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.• Navigating safely when responding to movement instructions• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik) | | | | | | |
| | LOCOMOTOR | | | | | | | |
| | Simulation activities such as "follow-the-leader (at the table) | | X | X | | X | X | |
| | RHYTHM | | | | | | | |
| | Skipping with and without skipping ropes; skipping on the spot and across a distance | | X | | | | | |
| | Keep the beat of music or drumming, move various parts of the body - head ... arms... hips... legs and feet | X | | | X | | | X |
| | COORDINATION | | | | | | | |
| | Learners to be orientated with social distancing, hence no contact sport until further notice. | | | | | | | |
| | Throw a large ball at a target e.g. goal post or netball ring – You need space | | | X | | | | X |
| Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc. | | X | | X | | X | | |

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|--|--|-----------------------------|--|---|--|--|---|
| | BALANCE With strict supervision - one child at a time (Draw a few blocks for 5 learners to have a turn simultaneously observe social distancing while the others are sitting lined up to wait their turn) | | | | | | |
| | Hop-scotch Learners can do this outside- When they wait they sit in 8 rows of 5 observing social distancing. <i>If you unable to do this, do not do the activity.</i> | X | | X | | | X |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | |

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

| TERM 3 | | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
|------------------------------|---|------------------|-------------------|------------------------------|------------------------|---|--|---|
| TOPIC: | | SOIL | WORKING WITH SOIL | TRANSPORT BY LAND: LAND/RAIL | TRANSPORT BY AIR/WATER | ROAD SAFETY | PEOPLE WHO HELP US | PEOPLE WHO HELP US |
| PERSONAL & SOCIAL WELL-BEING | SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES <ul style="list-style-type: none">Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language.Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with LanguagesPhysical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc.Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc.Learners are expected to complete DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW | | | | | | | |
| | SKILLS: | | | | | <ul style="list-style-type: none">IdentifyObservewriting | <ul style="list-style-type: none">IdentifyObservewritingrole-play | <ul style="list-style-type: none">identifywritingrole-play |
| | KNOWLEDGE: | | | | | <ul style="list-style-type: none">Road safetyRecognising road signs and remaining safe | <ul style="list-style-type: none">Scholar patrolHow traffic police officers help us | <ul style="list-style-type: none">People who serves others |
| | CAPS CONTENT: | No natural links | | | | <ul style="list-style-type: none">Healthy living/habitsRoad safety rules:<ul style="list-style-type: none">PedestriansCyclistsPassengersRoad signs for pedestrians and cyclists | <ul style="list-style-type: none">Healthy Living/habitsIdentifying a scholar patrol and the role they play in safetyHow traffic officers help usThe work of a traffic officer | <ul style="list-style-type: none">Interpersonal relationship and values.People who help us in our community e.g. clinic, teacher, librarian, nurse,How different people helpsHow I ask for help in an emergency.DBE Workbook 2: Pages 30 - 33 |
| | ENSURE OPTIMAL USE OF DBE WORKBOOKS | | | | | <ul style="list-style-type: none">DBE Workbook 2 pg.22 -25 | <ul style="list-style-type: none">DBE Workbook 2: Pages 26 - 29 | |
| | RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM | | | | | | | |
| SCHOOL BASED ASSESSMENT: | <div></div> <p>REFER TO DBE SBA Guidelines</p> | | | | | | | |

| TOPIC: | | SOIL | WORKING WITH SOIL | TRANSPORT BY LAND: LAND/RAIL | TRANSPORT BY AIR/WATER | ROAD SAFETY | PEOPLE WHO HELP US | PEOPLE WHO HELP US |
|---------------------|---|--|---|--|---|------------------|--------------------|--------------------|
| BEGINNING KNOWLEDGE | SKILLS: | <ul style="list-style-type: none">ObserveCompareClassifyCommunicate | <ul style="list-style-type: none">ObserveCompareClassifyMeasureExperimentCommunicate | <ul style="list-style-type: none">ObserveCompareClassifyCommunicate | <ul style="list-style-type: none">ObserveCompareClassifyCommunicate | | | |
| | KNOWLEDGE: | <ul style="list-style-type: none">The types and importance of soil | <ul style="list-style-type: none">What Plants need grow and the value of growing food at home | <ul style="list-style-type: none">Transport by land: on the road/on trainsUses | <ul style="list-style-type: none">Transport by air/waterUsesenergy | | | |
| | CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text | <ul style="list-style-type: none">Different soils, colours and texturesCreatures that live in the soil; such as earthworms, molesSoil for the growth of plants; the value of growing vegetablesDBE Workbook 2 pg. 2 – 6 | <ul style="list-style-type: none">What plants need to growHow to plant a seedCultivating good soil for plant growthValue of growing vegetablesDBE Workbook 2 pg.7 - 9 | <ul style="list-style-type: none">Types and uses of land transportDifferent road typesTypes and uses of trainsTypes of energy used by different trainsDBE Workbook 2 pg.10 -13 | <ul style="list-style-type: none">Different modes of air transportTypes and uses of water transportDifferent kinds of energy used by water transportDBE Workbook 2 pg.14 -19 | No natural links | | |
| | WEATHER: <ul style="list-style-type: none">PredictionsMinimum and maximum temperatureSymbols (Celsius, weather forecast)Cloud coverComplete own weather chartPrecipitation, wind, etc. | | | | | | | |
| | SCHOOL BASED ASSESSMENT: | | REFER TO DBE SBA Guidelines | | | | | |

| TOPIC: | | SOIL | WORKING WITH SOIL | TRANSPORT BY LAND: LAND/RAIL | TRANSPORT BY AIR/WATER | ROAD SAFETY | PEOPLE WHO HELP US | PEOPLE WHO HELP US |
|---------------|---|------|-------------------|------------------------------|------------------------|-------------|--------------------|--------------------|
| CREATIVE ARTS | CREATE IN 2D | | | | | | | |
| | Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) | | | | | | | |
| | Make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours and wash over in inks of cool colours; discuss colours, shape, texture, pattern and emphasis; look at and discuss famous artworks of natural world | X | | X | | | | X |
| | Make paintings of fantasy plants and flowers; discuss primary and secondary colours, emphasis, and concepts like behind, in front of, underneath, etc. | X | X | | | | | |
| | CREATE IN 3D CONSTRUCTION | | | | | | | |
| | (Learners to have their own paper mâché in container and own materials for personal use) | | | | | | | |
| | Use recyclable materials and paper mâché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills | | | X | X | X | | |


| PERFORMING ARTS | IMPROVISE AND INTERPRET | | | | | | | |
|-----------------|---|---|--|---|---|---|---|---|
| | Use own space at their chair | | | | | | | |
| | Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets | X | | | | X | | |
| | Own puppet performance based on appropriate vocal characterization and manipulation of own puppet | X | | | | X | | |
| | Create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects | | | X | X | | X | |
| | CREATIVE GAMES AND SKILLS | | | | | | | |
| | Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities) | | | | | | | |
| | Warming up the body: curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc. | X | | X | X | | | X |
| | Landing softly through the feet(toe-ball-heel, bending knees) while hopping, skipping, jumping and leaping, etc. | X | | X | X | | | |

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|--|--|-----------------------------|--|---|---|---|---|---|
| | Listening to music and identifying moods such as 'sad', 'happy', 'calm' and 'excited' | X | | | X | X | X | |
| | Simple mime; imitating every - day activities focusing on weight and shape, such as picking up a 'heavy rock' or a 'light feather' etc. | | | X | X | | | X |
| | Games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin) | | | X | X | | | X |
| | Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc. | X | | X | X | | | X |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |

| TOPIC: | | SOIL | WORKING WITH SOIL | TRANSPORT BY LAND: LAND/RAIL | TRANSPORT BY AIR/WATER | ROAD SAFETY | PEOPLE WHO HELP US | PEOPLE WHO HELP US |
|--------------------|---|---|-------------------|------------------------------|------------------------|-------------|--------------------|--------------------|
| PHYSICAL EDUCATION | SKILLS | <ul style="list-style-type: none">• Maintain social distancing.• Activities has been modified to maintain social distancing.• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.• Navigating safely when responding to movement instructions• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik | | | | | | |
| | LOCOMOTOR Use a few of these activities and combine for a repertoire of movements | | | | | | | |
| | Catching and throwing a bean bag | | | X bean bag | | X | | |
| | BALANCE | | | | | | | |
| | Balance on one leg | X | | | | | X | |
| | SPATIAL ORIENTATION | | | | | | | |
| | Human shapes - form shapes of numbers 1, 2, 3 or letters A, B, C, etc. in a human chain | | X | | | | | |
| | SPORTS AND GAMES Social distancing, hence no contact sport until further notice. | | | | | | | |
| | Traditional games of the learner's own choosing – 5 stones | X | | X | | X | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |

GRADE 2 REVISED TEACHING PLANS: LIFE SKILLS

| TERM 4 | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
|---|---|----------------------------------|------------------|---|--|--|----------------------|
| TOPIC: | OUR COUNTRY SOUTH-AFRICA | NATIONAL ANTHEM AND COAT OF ARMS | NATIONAL SYMBOLS | DIFFERENT WAYS OF COMMUNICATING | COMMUNICATING WITHOUT SIGHT/HEARING | DAY AND NIGHT | ANIMALS OF THE NIGHT |
| PERSONAL & SOCIAL WELL-BEING | SOCIAL DISTANCING AND HYGIENE ARE DAILY IMPERATIVES <ul style="list-style-type: none"> Beginning Knowledge and Personal and Social Well-being activities should address key concepts and skills relating to Social Science, Natural Science and Technology e.g. investigations, design, enquiry skills, etc. Ensure that vocabulary development is intentionally included to improve language. Creative Arts [Visual Arts and Performing Arts] should be integrated very strongly with Languages Physical Education will be implemented for one hour per week, the 2nd hour will be utilised for reading of Personal and Social Well-being and Beginning Knowledge content knowledge e.g. comprehension pieces: "reading for meaning", stories, poems etc. Every Life Skills lesson will commence with a 10-minute lesson based on making learners aware of Covid-19 addressing washing hands, healthy habits, symptoms of Covid-19, social distancing, what and when to report to whom, discussing when a friend/family member pass away, etc. Learners are expected to complete the DBE Workbook activities and one or two written activities or practical per week in a class Workbook for BK and PSW | | | | | | |
| | SKILLS: | | | <ul style="list-style-type: none"> Communicate: • Reading • Listening • writing | <ul style="list-style-type: none"> communicate • Reading • Listening • writing | <ul style="list-style-type: none"> communicate • Reading • Listening • writing | |
| | KNOWLEDGE: | | | <ul style="list-style-type: none"> Different ways human beings communicate | <ul style="list-style-type: none"> Different ways human beings communicate | <ul style="list-style-type: none"> Activities at home at night • People who serve communities at night | |
| | CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS | No natural links | | <ul style="list-style-type: none"> Social Health • Speaking – include explaining, conversation, poetry and song. • Writing – include writing a letter or card and post it. | <ul style="list-style-type: none"> Social Health include lip reading, signing and gestures • DBE Workbook 2 Page 48 - 50 | <ul style="list-style-type: none"> Things I do at night - get ready for bed, read and tell stories, sleep and dream ○ People who work at night - such as security officers, doctors, | No natural links |

| | | | | | | |
|--|---|--|---|--|---|--|
| | | | <ul style="list-style-type: none">• Reading – include instructions and advertisements• Listening – include radio and stories• DBE Workbook 2: Page 43 -49 | | pilots, truck drivers <ul style="list-style-type: none">• DBE Workbook 2 pg.54-61 | |
| | RELIGIOUS AND OTHER SPECIAL DAYS CELEBRATED BY THE COMMUNITY SHOULD BE DISCUSSED AS THEY OCCUR THROUGH THE TERM | | | | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines  | | | | |

| TOPIC: | | OUR COUNTRY SOUTH-AFRICA | NATIONAL ANTHEM AND COAT OF ARMS | NATIONAL SYMBOLS | DIFFERENT WAYS OF COMMUNICATING | COMMUNICATING WITHOUT SIGHT/HEARING | DAY AND NIGHT | ANIMALS OF THE NIGHT |
|---------------------|---|---|--|--|---|---|---------------|--|
| BEGINNING KNOWLEDGE | SKILLS: | <ul style="list-style-type: none"> Observe Compare Find out - books and other means "research" Communicate | <ul style="list-style-type: none"> Observe Compare Find out - books and other means "research" Communicate | <ul style="list-style-type: none"> Observe Compare Find out - books and other means "research" Communicate | <ul style="list-style-type: none"> Observe Find out - books and other means "research" Communicate | <ul style="list-style-type: none"> Observe Compare Communicate | | <ul style="list-style-type: none"> Observe Compare Classify Find out - books and other means "research" Communicate |
| | KNOWLEDGE: | <ul style="list-style-type: none"> Provinces Eleven official languages South African flag | <ul style="list-style-type: none"> Listening to and singing of South African anthem Understanding and languages in the national anthem Recognizing the coat of arms as signature of South Africa | <ul style="list-style-type: none"> Symbols representing South Africa Understanding South African symbols and where it is presented | <ul style="list-style-type: none"> Learner experience and knowledge Interviews Researches Learning sign language | <ul style="list-style-type: none"> How do we communicate if we can't hear? How do we communicate if we can't see? | | <ul style="list-style-type: none"> Night animals |
| | CAPS CONTENT: ENSURE OPTIMAL USE OF DBE WORKBOOKS Reading for meaning (comprehension) of fictional and non-fictional text | <ul style="list-style-type: none"> Name and location of own province Recognizing the South African flag and places where we can see it flying DBE Workbook 2 pg. 34 -37 | <ul style="list-style-type: none"> South African anthem - listening and singing Notes: Anthem can be learnt throughout the term. Include learners from other countries by including their flags where possible. DBE Workbook 2 pg. 38 -39 | <ul style="list-style-type: none"> the importance of symbols Identify national symbols on South African coins. DBE Workbook 2 pg. 40 - 41 | <ul style="list-style-type: none"> Writing - include writing a letter or card and posting it Reading - include instructions and advertisements Listening - include radio and stories Ways we communicate in 21st century | <ul style="list-style-type: none"> Communicating in: Sign language Braille DBE Workbook 2 pg. 50 - 53 | | <ul style="list-style-type: none"> Night animals such as owls, hamsters, porcupines, leopards, jackal DBE Workbook 2 pg. 62 - 64 |
| | WEATHER: | <ul style="list-style-type: none"> Predictions Minimum and maximum temperature Symbols (Celsius, weather forecast) Cloud cover Complete own weather chart Precipitation, wind, etc. | | | | | | |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |

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|-----------------|--|-----------------------------|--|---------------------|---------------------------------------|---|---------------|-------------------------|
| CREATIVE ARTS | CREATE IN 2D Learners to EACH have their own ice cream container with their own stationery (pritt, scissors, pencil crayons, crayons etc.) | | | | | | | |
| | Make paintings relevant to the term's topics; discuss colours, tone, texture, contrast, shape | X | X | | X | | X | |
| | CREATE IN 3D CONSTRUCTION (Learners to have their own dough or clay in container and own materials for personal use) | | | | | | | |
| | Make clay models | | | | | | | X |
| | IMPROVISE AND INTERPRET Use own space at their chair | | | | | | | |
| PERFORMING ARTS | Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. | | X | | X | | | |
| | Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as 'Peter and the Wolf', etc. | X | | X | | | | X |
| | Developing a puppet performance by focusing on a conversation | | | | X | | | |
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| | between puppets | | | | | | | |
| | Exploring attitude, status and relationships of puppet – characters such as the villain, animal characters, the witch, the princess, etc. | | | | | X | X | |
| | CREATIVE GAMES AND SKILLS Use own space at their chair or a demarcated area outside with clear markings (lanes can be drawn on tarmac- learners take turns 7 or 8 at a time dependent on the number of lanes- If no space, do not do the locomotor activities) | | | | | | | |
| | Warming up the body: using circles, angles, curves and zig-zags | X | X | X | | | | |
| | Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo | | | | X | X | X | |
| | Singing songs to improve the ability to sing in tune | | | | X | X | X | X |
| | Combining non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner | X | X | X | | | | |
| | Simple mime: imitating everyday activities focusing on weight, shape and space such as 'crouching in | | | | X | X | X | |

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| | a narrow cave', 'kicking a ball on a big soccer field', etc. | | | | | | | |
| | Composing soundscapes using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. | | | | X | X | X | X |
| | Cooling down the body and relaxation: moving to slow soothing music | X | X | X | | | | X |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |

| TOPIC: | | OUR COUNTRY SOUTH-AFRICA | NATIONAL ANTHEM AND COAT OF ARMS | NATIONAL SYMBOLS | DIFFERENT WAYS OF COMMUNICATING | COMMUNICATIN WITHOUT SIGHT/HEARING | DAY AND NIGHT | ANIMALS OF THE NIGHT |
|--------------------|---|---|--|---------------------|---------------------------------------|--|---------------|-------------------------|
| PHYSICAL EDUCATION | SKILLS | <ul style="list-style-type: none">• Maintain social distancing.• Activities has been modified to maintain social distancing.• The activities are adapted for a classroom situation- where overcrowding exist- allow learners to be keep a safe distance outside the class.• Locomotor activities can be practiced whilst learners are walking in and out of class in the morning or returning from interval.• Navigating safely when responding to movement instructions• Ensure that the 15-minute lessons have the following activities: warm-up, main and cool down.• Allow learners to use their own apparatus or alternatively use the apparatus in groups on different days to allow for sanitizing.• All equipment to be washed down after every use (1 litre of water and 5 tablespoons of jik | | | | | | |
| | LOCOMOTOR Demarcated area | | | | | | | |
| | Jump high, walk with big steps, walk with small steps, skip hop | X | X | | | | | |
| | LATERALITY | | | | | | | |
| | Stretching, up and sideways | | | X | X | X | | X |
| | SCHOOL BASED ASSESSMENT: | REFER TO DBE SBA Guidelines | | | | | | |